

Educator's Lesson Plan

The educator's lesson plan has been designed to accompany the resource, *Seeing Shakespeare in a New Light*.

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Class (Level and Stream)	Lower Secondary
Subject:	Language & Literature
Unit & Topic:	Understanding Shakespearean texts through rap
Prior Knowledge (Context of Lesson):	<ul style="list-style-type: none"> Students should have knowledge of the synopsis and plot of their respective Shakespearean text Students should have knowledge of basic literary devices like rhyme, symbolism and word choice.
Learning Outcome/s: Refer to the Literature in English syllabus 2019 "Learning Outcomes"	<ul style="list-style-type: none"> Apply the processes of meaning-making in the Areas of Study (plot, character, setting and atmosphere, theme and style), explore the contexts in which texts are written and read, and make connections with self, other texts and the rest of the world.
Lesson Objectives:	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> identify how artists interpret Shakespeare into original works draw parallels between the new (lyrics of the rap) and original Shakespearean texts by identifying the different literary devices and techniques used to convey plot, character traits, moods and/or themes to write their own verses based on a Shakespearean play/part of a play, which has been recontextualised to contemporary times.

Brief Overview of Lesson (2 hr 30 mins)		
1	5 mins	Settle down & Lesson Objectives
2	15 mins	Check-in Activity: Shakespeare & Rap
3	20 mins	Shakespearean Verse: Reading and Comparing
4	90 mins	Shakespearean Verse: Composing, Re-enacting and Sharing
5	20 mins	Summary & Assessment for Learning (AfL)

LESSON OUTLINE:

Time / Duration	Activity	Materials Required / Notes (if any)
5 mins	<p><u>Settle down & Lesson Objectives</u></p> <p>Guiding Question(s): What do Shakespeare and rap songs have in common? Do you think the stories that Shakespeare tells is still relevant to our modern experiences? If yes, how? If no, what would you do to make it more relevant?</p> <p>General Discussion Questions:</p> <ul style="list-style-type: none"> • What do you think of Shakespeare’s writing? • Do you think his writing has any similarities to different kinds of text today, such as poetry or rap? 	<ul style="list-style-type: none"> • Projector • Laptop • Whiteboard • Whiteboard markers
15 mins	<p><u>Check-in Activity: Shakespeare & Rap</u></p> <ul style="list-style-type: none"> • Teacher explains how rap is related to Shakespearean plays in terms of word choice, literary devices and rhythm, for example. • Teacher explains the context of the video: The artists from the video consists of artists that include a theatre director, musicians, and playwrights who will be rapping about iconic objects within Shakespearean plays. • Teacher hands out Student Handout #1: Prop Bop Lyrics. • Teacher asks students the following questions: <ol style="list-style-type: none"> 1. How does the artist describe each object? What specific words/phrases are used? List them in the handout. 2. Based on the words selected above, what do you think the rest of Shakespeare’s plays (<i>Romeo & Juliet, A Midsummer Night’s Dream, Hamlet, Macbeth, Othello</i>) are about? How can you tell? • Teacher plays Prop Bop by Patch & Punnet x Cherilyn Woo video. As they are listening to the video, students will fill in their answers to the questions in Student Handout #1. • Teacher calls for responses and writes down important words from the lyrics on the board. • Teacher asks follow-up questions like: <ol style="list-style-type: none"> 1. Why did you choose this specific word? What does it mean? 2. What is one important event mentioned in the video? How can you tell it’s important? 	<p>Digital files:</p> <ul style="list-style-type: none"> • <i>Prop Bop</i>: https://youtu.be/ToYcaCzbEX4 • Student Handout #1: Prop Bop Lyrics

	<p>3. Does the overall story remind you of any other movies / television shows / songs etc. out there? How so?</p> <p>Learning Points:</p> <ul style="list-style-type: none"> • Shakespeare’s stories are still being used to inspire contemporary works of art. • Shakespeare’s language might look foreign, but he uses words / phrases / lines / literary devices to highlight themes, characters and settings that are still relatable to a modern audience. 	
<p>20 mins</p>	<p><u>Shakespearean Verse: Reading and Comparing</u></p> <p>Note: Teachers are free to swap the examples used in this section with their own Shakespearean text being taught in the classroom.</p> <ul style="list-style-type: none"> • Students will compare and contrast extracts of: <ol style="list-style-type: none"> 1. <i>Toil & Trouble Inc.</i> by Patch & Punnet x Cherilyn Woo 2. John Williams’ <i>Double Trouble</i> 3. Shakespeare’s <i>Macbeth</i> • Teacher hands out Handout #2: Comparative Texts • Teacher plays the video <i>Toil and Trouble Inc.</i> Teacher plays John Williams’ <i>Double Trouble</i>. Students are also to be given time to read the extract from Shakespeare’s <i>Macbeth</i> (see handout). • Students will discuss their answers in pairs before sharing their findings with the class. • Discussion Questions: <ol style="list-style-type: none"> 1. What are the similarities / differences between the three texts? 2. Why has the author/composer chosen these specific lines/words? 3. What is the effect of each text on the audience? Which of the three texts do you prefer, and why? <p>Learning Points:</p> <ul style="list-style-type: none"> • Words, phrases and lines have specific effects on the reader. • Literary devices like rhyme, rhythm, symbolism and word choice are commonly used across different texts and mediums. • The overall effect on the reader varies depending on the author, purpose, context and how these devices are used. 	<p>Digital files:</p> <ul style="list-style-type: none"> • <i>Toil & Trouble Inc.</i>: https://youtu.be/rL3K6UCo4HM • John Williams’ <i>Double Trouble, Harry Potter and the Prisoner of Azkaban</i>: https://open.spotify.com/track/1woL1W9wp2tKz9cFyc4NUm?si=EsLcZagSQ1iBufRYLkX4gg • Student Handout #2: Comparative Texts

<p>90 mins</p>	<p><u>Shakespearean Verse: Composing, Re-enacting and Sharing</u></p> <ul style="list-style-type: none"> • Teacher hands out Student Handout #3: Rappable Shakespearean Passages. • Students read all three passages, with the teacher facilitating the discussion. Students are reminded to find evidence to support their answers, in terms of specific words / phrases / lines or literary devices. • For discussion: <ol style="list-style-type: none"> 1. What do you think is happening in each text in terms of the plot? 2. What is your impression of the speaker / main character? 3. What is the overall mood/atmosphere? • Students will select one of the sample passages within the handout and adapt it into a presentable rap verse. They should use specific words, lines or phrases from the original text. There should be <u>NO</u> minimum/maximum number of lines for their newly adapted rap verse. • Think-Pair-Share: Students will present their rap verses to each other/their classmates and justify their choices: <ol style="list-style-type: none"> 1. Why did you choose to change/keep certain words/phrases/lines? 2. Did the tone / mood / emotions change from the original to your new rap verse? Why or why not? 3. Has the overall message / intention of the text changed or stayed the same? <p>Note:</p> <ul style="list-style-type: none"> • Alt. Option #1: Students identify their own Shakespearean verses (between 5-12 lines) and adapt them into a rap verse. • Alt. Option #2: Students create their own rap verse from scratch, based on an overview/synopsis/plot summary of a Shakespearean text (similar to Lil'Shake's videos). 	<ul style="list-style-type: none"> • Student Handout #3: Rappable Shakespearean Passages
<p>20 mins</p>	<p><u>Summary & Assessment for Learning (AfL)</u></p> <ul style="list-style-type: none"> • Teacher plays the video <i>BTS with Patch & Punnet x Cherilyn Woo Lil'Shake Mixtape Vol 1.</i> • Students are to answer the following question as they watch the video: <ul style="list-style-type: none"> ○ What are three things the artist(s) said that stood out to you? Why were they 	<p>Digital files:</p> <ul style="list-style-type: none"> • <i>BTS with Patch & Punnet x Cherilyn Woo Lil'Shake Mixtape Vol 1:</i> https://youtu.be/YzIQmANsBzc • Writing material

	<p>memorable or applicable to your own experience?</p> <ul style="list-style-type: none"> • Teacher then asks students to reflect on the same questions posed to the artists in the video: <ol style="list-style-type: none"> 1. What was the process like to write these verses & compose your [own rap verse]? Where did you begin? Are you happy with the final product? Why or why not? 2. How much about the different stories/texts did you have to understand in order to write the lyrics [to your own rap verse]? 3. The stories and original texts are from a different era. What do you do to ensure that audiences can relate to what you are writing or rapping about? 4. What did you find most challenging about [adapting and/or] performing [your own] Shakespearean rap? 5. What are the similarities between your experience of adapting your own rap verse and that of the artists from the videos? 6. Has reinterpreting Shakespearean texts or language helped you better understand Shakespeare's intention? How? Why? • Students record their reflections and then share them with the rest of the class. • Teacher wraps up the lesson by summarising the main learning points: <ol style="list-style-type: none"> 1. Shakespearean language is still comprised of English words that carry common meaning. 2. Shakespearean language carries similar literary devices (like rhyme, rhythm, word choice) over to other genres, forms and styles, like song lyrics and rap. 3. Artists may use Shakespeare to inspire their own works, making their texts relevant to a modern context. 	
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